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ABSTRACT

This Elementary and Secondary Education Act, Title I, Evaluation Report outlines the instructional programs provided for educationally deprived students in Colorado. Handicapped and bilingual students were also served by the program. A total of 1469 students from kindergarten through senior high participated in the program. Programs were implemented to fulfill cognitive objectives (reading, mathematics), psychomotor objectives (motoric skills, perceptual skills), and affective objectives (attitudes, beliefs and feelings about self, attitudes toward others). The evaluation report provides background information about the organization of the Colorado schools, the administration and staffing of the programs and all the procedures and activities performed as part of the evaluation program including tests, test results and analysis of test and program results. (JM)

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The Elementary and Secondary Education Act
TITLE I
(Public Law 89-10)

COLORADO ANNUAL EVALUATION REPORT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Colorado Department of Education
Calvin M. Frazier, Commissioner

Denver, Colorado
November, 1976

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Robert F. Cheuvront

FOREWORD

This report represents the eleventh year funds were made available for the education of children designated by the Elementary and Secondary Education Act as "educationally deprived." The report outlines the efforts of the Colorado Department of Education to manage these funds economically and efficiently. It provides indicators of the impact of these efforts on the children of Colorado.

Of particular interest is the fact that the federal funds primarily served to improve the reading capability of students. However, in certain areas, mathematics and oral and written communication were served also. Only modest expenditures were made for supporting services and these were associated directly with projects in reading, mathematics and the language arts. Such supporting services chiefly provided such things as eye glasses or dental work for children from indigent families when such things could not be obtained elsewhere.

Colorado has moved far this past year in the development of school parent advisory councils. Although the new federal regulations were finalized on September 28, 1976, Colorado had its school councils operating in all Title I districts two years previous to that date. Our parents are active in their councils and their efforts in the interests of children extend far beyond the requirements of federal regulations.

I am pleased to convey to you this eleventh annual report of the Title I program in the State of Colorado to the people of Colorado, the Congress of the United States and the Office of Education.

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education
State of Colorado

I. ORGANIZATION OF THE COLORADO SCHOOL SYSTEM

The United States Constitution in failing to mention education reserved these powers for the states. Each state in organizing for these responsibilities has done so somewhat differently. While no claim is being made here for a superior organization, Colorado has, along with other states, its own unique character.

Article IX of the State Constitution provides that the general supervision of the public schools shall be vested in a Board of Education consisting of a member from each congressional district. Members serve without compensation. Provision is made for the appointment by the Board of Education of a Commissioner of Education whose duties are to be prescribed by law.

The Constitution directs that the General Assembly establish free public schools in the state wherein all residents between the ages of six and twenty-one years may be educated. It forbids the provision of Colorado public funds to private schools, churches or sectarian purposes. It permits the General Assembly to legislate compulsory education.

The Constitution requires the general assembly to provide for the organization of school districts which must have a locally elected Board of Education. "Said directors shall have control of instruction in the public schools of their respective districts."

Thus, while statutory provisions provide state money to the schools and give the Commissioner the power to require reports from the local districts, the control of instruction resides with the local Boards of Education. The State Educational Agency (SEA) does not plan or implement LEA instructional programs in any phase of its activity.

The SEA often acts to stimulate change through the ability of individuals in the agency to persuade LEA personnel to adopt a method which is known to produce better results. However, such matters are not accomplished by regulation.

Regulatory powers of the SEA are confined to the certification of teachers, the process for provision of funds, collecting necessary reports for legislative information and the administration of specific state statutes related to education. Control of instruction is a local matter.

The administration of Title I in Colorado follows the same general procedure in that each district is responsible for the development of its own Title I instructional program and the SEA administers the provisions of federal law and regulations. Districts determine their own processes within the scope of federal regulations.

Colorado has established, under the Colorado Board of Education's supervision, 1258 public elementary and secondary schools in 181 school districts. Community colleges and universities are under the jurisdiction of another agency. Elementary and Secondary Education consists of grades kindergarten through grade 12 and pre-kindergarten is permissible under Colorado law at the LEA's option.

There are 312 known private schools in Colorado. These schools have made themselves known to the Colorado Department of Education in various ways. There are no statutes in Colorado related to the operation of private schools or even their registration with the Department. Private kindergartens, pre-schools and day care centers are required to be licensed and are regulated, but not by the Department of Education. Rather, this procedure is delegated to the Department of Social Services.

Fall membership in Colorado schools during 1975-76 was 568,851 pupils; 302,092 pupils were in schools classified as elementary; and, 266,759 pupils were in schools classified as secondary. Pupil population increased 0.1% from the previous year. These pupils were classified as .51 American Indian, 4.15 as Black not Hispanic .83 as Asian or Pacific Islander 14.49 Hispanic and 80.02 White not Hispanic.

Total revenues for Colorado schools for 1974-75 were $790,757,366. Local and county revenues provided $421,543,064 or 53.3 of total revenues. The State of Colorado provided $331,822,075 or 42.0% of the total revenues. The federal government through all of its programs provided $37,392,227 or 4.7% of the revenues available to the schools. The current expense per pupil in average daily attendance entitlement not including expenditures for capital outlay, debt service and community services was $1,247.

Colorado presents a mosaic of various communities. Small isolated ranching communities dot the eastern plains region. These communities have as their life support an agricultural base. Many districts in this region have fewer than 500 pupils.

The Rocky Mountains bisect the State from north to south at approximately the center of the State. Along the face of the front range of mountains, the large urban centers are located. The cities of Fort Collins, Denver, Colorado Springs, Pueblo and Trinidad are located here. Each of them have their suburban developments outside of the core city. The entire front range has both an agricultural and industrial orientation. Steel, rubber products, coal, sugar, canning and small industries occupy the time of the population.

Governmental enterprise employs large numbers of people in such things as missile production at the Martin Plant, the Air Force Finance Center, the Air Force Academy and many others.

The mountain area has many different small communities which differ in their ways of life. The San Luis Valley, which in square miles is as large as the State of New Jersey, has many small communities. These are old communities dating back to the Spanish explorers in the 1600's. The valley is chiefly agricultural and much of the population is of Spanish heritage. Other mountain communities are devoted to mining, lumber and tourist industries. Where miners are employed, certain kinds of culture and values exist. Where the tourist industry is emphasized in communities such as Aspen, a quite different life style is apparent.

On the western slope of the State, the land changes from mountains to high plains. Again agriculture is emphasized with one of the major products being fruit. The major urban center of the western slope is the city of Grand Junction.

Each of these areas of the State has its own particular populations in the low-income range. Each has different types of problems relating to the educationally disadvantaged child.

II. STATE ADMINISTRATION OF TITLE I

During Fiscal Year 1976, the SEA allocated $14,468,186 to 170 local educational agencies. These funds were distributed and managed in reference to a staff plan which focused on objectives to be achieved. The following provides a description of the staff, a listing of objectives and a report on the accomplishment of those objectives.

Staff Description

The federal government provided the Colorado Department of Education $173,570 to administer the Title I program. These funds provided the services of a one-half time director, three full-time consultants and three part-time consultants at 1.6 F.T.E. All of these staff members were fully qualified as teachers. All possessed the Master's Degree and one held a Doctorate in Education. Experience in state agency work ranged from two to twelve years. Specialization of staff members was exemplified by skills in general school administration, management systems, reading instruction, early childhood education, elementary education, secondary education, and evaluation.

OBJECTIVE 1

> THE COLORADO DEPARTMENT OF EDUCATION (CDE) WILL ADMINISTER THE DISTRIBUTION OF ESEA TITLE I (P.L.89-10) FUNDS FOR THE PURPOSE OF IMPROVING THE EDUCATIONAL ACHIEVEMENT OF DISADVANTAGED CHILDREN, IN COMPLIANCE WITH THE FEDERAL REGULATIONS PERTAINING TO SAID STATUTE, SUCH THAT THE EDUCATIONAL ACHIEVEMENT OF DISADVANTAGED CHILDREN WILL BE IMPROVED AS MEASURED BY THE OBJECTIVES SET FORTH BY LOCAL SCHOOL DISTRICTS AND REPORTED IN THE ANNUAL EVALUATION REPORT TO THE U.S. OFFICE OF EDUCATION.

The SEA Title I staff reviewed and approved the following during the summer and fall of 1975: 97 Part A programs, 5 Part B programs, 16 Summer programs, 7 Neglected and Delinquent Programs, 2 State

Institutions programs.

Application approval followed a systematic procedure utilizing an item for item checklist. If minor corrections were needed in an application, the program was tentatively approved with a request for corrections sent to the school district. If the application had major problems and was generally not approvable, it was returned to the district for resubmission with a statement outlining its deficiencies. The philosophy of the Title I staff is that each district will receive its allocation and the staff works with the district personnel until the application is approvable.

A report on the achievement of Title I children will be dealt with in another section of this report.

OBJECTIVE 2

DURING FISCAL YEAR 1976, THE SEA EXPECTS TO ALLOCATE TITLE I FUNDS IN EXCESS OF $14,000,000 TO APPROXIMATELY 180 LEAs. THE SEA DIRECTOR WILL DETERMINE THE AMOUNT TO BE ALLOCATED TO EACH LEA.

The final Part A state allocation for Colorado was $13,772,261. These funds were allocated at the subcounty level after receipt of the amounts to be allocated to each county from the U. S. Office of Education.

Subcounty allocations were made based on the numbers of children from low-income families residing in each school district within a county or counties.

Allocation lists were printed and distributed to all school districts in Colorado and to the U. S. Office of Education, July 25, 1975.

OBJECTIVE 3

DURING FISCAL YEAR 1976, THE SEA WILL CALCULATE THE PERCENTAGES OF CHILDREN BETWEEN THE AGES OF 5-17, FROM AFDC FAMILIES, FOR EACH COUNTY AND SCHOOL DISTRICT IN COLORADO.

Copies of CDE Form 128 were mailed to all LEAs with a memorandum instructing them regarding the count of AFDC Children. A memorandum was mailed to all county welfare directors requesting their cooperation in making a determination of the numbers of AFDC children residing in each school district.

All AFDC counts were recorded by district and percentages calculated as per federal formula. These figures were used in the subcounty allocations.

OBJECTIVE 4

DURING FISCAL YEAR 1976, THE SEA WILL CONDUCT SIX REGIONAL MEETINGS FOR LEA TITLE I DIRECTORS. EACH LEA IS EXPECTED TO SEND REPRESENTATIVES TO THESE MEETINGS.

Meetings were held at La Junta, Alamosa, Durango, Yuma, Denver, and Grand Junction. The meetings were of one-day duration. Table 1 shows the attendance at these meetings by various types of personnel. The following topics were presented:

ESEA Title I Regional Meetings

I. Overview of Title I in FY '77

   A. Funding
   B. Part I of the Application

II. Program Planning

II. A. Needs Assessment
   B. Evaluation
   C. Part II of the Application

III. Parent Involvement

A. Part III of the Application
B. Equipment Inventory

TABLE I

TITLE I REGIONAL MEETINGS ATTENDANCE
February 1976

	Grand Junction	La Junta	Alamosa	Durango	Denver	Yuma
Title I Directors	5	7	8	5	41	3
Supts./ Assisstant Supts.	4	8	8	4	5	7
Principals	5	6	4	2	1	3
Parents	7	8	11	3	7	16
Title I Teachers	6	2	5	4	16	6
Title I Aides	0	1	0	0	6	2
Other	14	8	10	4	35	3
Total:	41	40	46	22	111	40
Grand Total Participants:						

OBJECTIVE 5

THE SEA WILL CONDUCT REGULAR MEETINGS OF A STATE TITLE I ADVISORY COUNCIL TO SEEK INFORMATION, ADVICE, COUNSEL AND SUPPORT ON ALL MATTERS CONCERNING THE ADMINISTRATION AND OPERATION OF TITLE I IN COLORADO.

The Committee of the whole met four times during Fiscal Year 1976. Various subcommittee meetings were conducted at other times. Major recommendations made by the committee were:

1. A plan to distribute $345,601 in Part B funds amoung thirteen districts.
2. A plan to provide special sections at the state parent involvement conference for migrant education and that the state advisory council's by-laws be printed in Spanish.
3. A plan for regional meetings of LEA parent council members and one state meeting for LEA parent council officers to be held.
4. A plan for more efficient operation of Parent Councils when a Board of Cooperative Services is involved.

OBJECTIVE 6

THE STATE EDUCATIONAL AGENCY WILL MONITOR ALL LOCAL EDUCATIONAL AGENCY TITLE I PROGRAMS ON A SYSTEMATIC BASIS ACCORDING TO THE GENERAL MONITORING PLAN.

A new monitoring instrument was developed by the staff which encompassed all Title I regulations. The instrument was used by monitoring teams which examined programs in-depth in relation to regulations. The teams were composed of a mixture of state personnel and LEA Title I personnel. Occasionally personnel from outside Title I were used but this was the exception rather than the rule.

A total of 92 school districts had their projects monitored. These constituted 59 programs since a number of districts were in cooperatives. State institutuions for the delinquent were monitored as well as institutional programs operated through LEAs. Part B Programs were monitored in addition to Part A while the team was on-site.

A total of 76 persons other than state Title I personnel were utilized in monitoring visits. Most of these persons reported that this was a valuable learning experience for them.

OBJECTIVE 7

ALL TITLE I DISTRICTS IN COLORADO WILL BE CERTIFIED AS COMPARABLE BY JANUARY 1, 1976.

The SEA sent comparability forms to all LEAs before October 1. Districts submitted their reports before October 30. These were checked by CDE staff for completeness, accuracy, and comparability. Source data was examined during monitoring visits on a "spot check" basis. Only two districts had comparability problems which were corrected before the time it would be necessary to withhold funds. The deadline of January 1 was met.

OBJECTIVE 8

GIVEN THE DATA FROM TITLE I PROGRAMS IN COLORADO, THE STAFF WILL PRODUCE AN EVALUATION REPORT FOR THE U. S. OFFICE OF EDUCATION BY NOVEMBER 15, 1976 AND WITH THE SAME DATA PRODUCE A LIST OF SCHOOLS ELIGIBLE FOR NDEA STUDENT LOAN CANCELLATION AND NATIONAL DIRECT STUDENT LOAN CANCELLATION BY APRIL 15, 1976.

Because of computer problems, the evaluation report for FY 75 was late by five weeks. However, those problems have now been resolved and future reports should be timely.

The deadline of April 15 for the the NDEA loan list was met.

During FY '76, the mandates of Public Law 93-380, in regard to evaluation began to have their effect. Colorado was visited by representatives of the Research Managment Corporation (RMC) and their plan for a uniform data collection system was presented to the SEA staff as well as conferences with personnel in three LEAs.

A meeting regarding the RMC plan was held in June for the State Committee on Title I Evaluation and forms. The reactions of the committee to the RMC plan, as it was presented in September, were sent to both RMC and the Office

of Education.

With advice and counsel of an ad hoc committee of LEA personnel involved in Title I evaluation, the SEA initiated a new evaluation method beginning with Fiscal Year 1976. Reporting was initiated with Form 113-A collected November 1, 1975 and 113-B collected September 1, 1976. Both reports relate to Fiscal Year 1976 programs. A tremendous amount of effort was involved in computer programming for this process. Most of the time of program analysts and programmers was provided with state money. Key punching and computer time was been provided without charge to the Title I program by the School Finance and Data Services Unit of the SEA. The Title I Unit, in conjunction with Data Services, developed procedures together. The report which follows is a culmination of that effort.

III. EVALUATION OF TITLE I IN COLORADO

Rationale of the Report

Certain underlying principles for an evaluation design have been employed as a result of the discussions of the Advisory Committee on Evaluation and forms. In summation these are:

1. Local control of the curriculum is a cherished prerogative of the LEA. Evaluation must take into account local differences.

2. Pupil populations vary in their needs, solutions to pupil problems vary and the evaluation report should allow for the variability of evaluation methods required.

3. Many districts have adopted test instruments which they use at certain intervals for district purposes. Most do not wish to add additional testing time to the school year, because it subtracts time from teaching.

4. Districts have adopted tests which they feel are in correspondence with the school curriculum they offer to children. The use of a common test instrument for all districts would be a violation of the principle of local control in that it has tendency to establish the objectives or outcomes of the curriculum.

5. Each district has its own procedure for reporting test scores. Some report grade equivalency scores, some report in stanines, others in percentiles. These differences should be taken in account.

6. The Title I evaluation report should be directly related to the objectives of the local application or program plan.

7. The Title I evaluation should have some usefulness at the local level so that districts can compare what they are doing individually with the statewide effort.

8. The Title I report should be based on actual data rather than estimates whenever possible.

The committee came to the conslusion that two reporting forms would be worthwhile. One form contains descriptive data. This form contains information on pupil enrollment and participation in Title I at each grade

level in public and private schools. It also offers the opportunity to update the application in terms of names of actual staff members, salaries and parent council members as they are composed in the fall. Recognition should be given to the limitations of district data at the outset. A school system is a living thing and always in a state of flux. Pupils come and go. Teachers come and go. Parents who were to serve on advisory committees leave the community. Thus, a report made today is obsolete tomorrow. However, Form 113-A which was designed for the purpose of collecting descriptive data takes a snapshot of the situation as it exists in October. October is the time when all districts collect data of the same type for general purposes and state reporting.

Form 113-B was to be concerned with performance information. This is completed after the Title I program is terminated at the end of the grant period. It describes how well the pupils have performed in relation to the objectives. To be able to produce a state level report, under these circumstances, several requirements are necessary for all districts.

1. Objectives are written in relation to standard criteria for writing an objective, i.e. they contain the same elements. Criteria for writing objectives are included in the application instructions.

2. The objectives are written at the project level and are confined to one or two major learning areas for each project.

3. It is possible to have objectives which are not necessarily measured by standardized tests.

4. If standardized tests are to be used as measures, data is collected and improved or decreased pupil performance demonstrated.

5. To prepare a statewide report, it is necessary to classify objectives as to type throughout the state. To do this a coding system adapted from Standard Terminology for Curriculum and Instruction in Local and State School Systems, Handbook VI OE-23052 is used. Only main headings and the first six digits are used for coding. Thus, a reading objective would be coded 05 01 01. The report contains data on the extent to which an objective was achieved. The state report contains data on the extent to which Colorado schools achieved their Title I objectives in areas such as reading.

6. The report accounts for missing data and performance is measured in terms of the population receiving the full treatment. Pupils who moved from the community in midterm or whose parents requested that they be removed from the program, or who entered so late that the staff did not have adequate time to work with them and would not receive the full treatment, cannot be counted in determining the effectiveness of the Title I program. However, they are counted as pupils who received some of the services.

IV. EVALUATION PROCEDURES

Descriptive Information

For each program for which a grant of funds was made, an application was required and subsequently a report on 113-A and 113-B. The following displays the sources of data which are included in the system:

Regular Term	Part A	Part B	Part C	Neglected	Delinquent
Summer Term	"	"	"	"	"

Each program has been assigned a permanent code number. The number used is known as the EL SEGIS number which is usually utilized by the Office of Education (O.E.) in compiling its own reports on various programs.

In addition to the EL SEGIS number, the SEA has utilized its own list of codes for Colorado districts, counties and school buildings. Thus, for each number, reports were generated at the local level in relation to Part A, Part B, etc.

These reports were pre-edited at the SEA Title I Office to eliminate as many errors as possible. The reports were subsequently edited by the computer and errors thus discovered were printed out and corrected. In this manner, human error was kept to a minimum.

The computer program for Form 113-A was a straightforward summarization process utilizing Mark IV computer language. The reports included statewide data as follows:

1. General statewide school district data.
2. Low-income concentration data.
3. Title I participants by grade and district size.
4. Private school participants.
5. Percentage distributions of pupils.
6. Ethnic group distributions.
7. Handicapped pupil distributions.

8. Distributions of pupils by types of objectives grade and percent.
9. Full time equivalents of Title I staff by district size.
10. Salaries of Title I personnel by teachers, aides and other by district size by percent.
11. Volunteers in Title I programs.

Performance Information

Form 113-B is related to the accomplishment of locally developed objectives and includes achievement test data.

Districts were encouraged to write a few objectives (at most 3) for each project in their program. In the fall they submitted a report (within 113-B) for each objective approved in the application. This was a one-page report which required a statement of the objective, a classification code number for the objective, an enrollment report on pupils seeking to achieve the objective and numbers of pupils who met the objective or did not meet it. Classification codes of objectives used in this report and a descriptor for each classification is included in appendix A of this report. Each objective stated that some percent of the population of students in Title I would meet a locally established criterion of performance during the time period of the project. Therefore, if 400 pupils were present for the pre-test and post-test and the objective stated that 80% of that population would gain one year from pre-test to post-test, then 320 pupils gaining one year would be needed to consider the objective as having been met. A five percent variation plus or minus was allowed to consider objectives met in the State report. It was also possible to accumulate the numbers of pupils needed for all objectives in a classification, e.g., reading, as a number needed for the entire State and whether or not the State as a whole met the standards established by the LEAs.

If objectives were not met at the LEA, opinions were solicited from program directors as to the cause. Information on the types of activities was collected and related to meeting or not meeting objectives. These data are not available at this time due to the need for further computer programming.

Achievement test data, where it was appropriate to an objective, was collected. Program directors had the option of reporting such information by percentiles, stanines or grade equivalency scores. This was necessary because of the variation in the methods used by school districts to report achievement in their own evaluation offices. Therefore, this report utilizes three forms of presenting data. Each form represents a different sub-population of pupils within any given category, such as reading.

Pupils who are not performing as well as most other pupils in any area are different in the degree to which they may be "behind" the others. Some may be one year below grade level; others may be one and one-half years below grade level, etc. To write an objective to bring all pupils to grade level would be to impose a requirement on pupils, who are already behind, to achieve at a faster rate than those pupils who are at and above grade level. Therefore, it was assumed in the analysis of achievement data that if Title I youngsters made one year of progress during the school year that they would be doing very well. For example, a fifth grader who scores at 2.0 on the pre-test and 3.0 on the post-test has gained 1.0 where his previous rate of gain per year was only .4. When reporting by grade equivalency scores, an expected score was calculated by adding 1.0 to the pre-test. Expected scores for stanines and percentiles were created by assuming an identical distribution of scores

on the post-test as on the pre-test, the pre-test distribution being the expected scores.

Frequency tables were created for LEA reports and the numbers of pupils falling within each grade equivalency, stanine and decile range were reported.

These data were subsequently totaled by grade and grouped into the categories of pre-school, grades 1-2-3, 4-5-6, 7-8-9, 10-11-12.

With the above groupings available, expected and observed scores (pre-test +1 and post-test) were utilized to determine significant differences by utilizing the Kolmogorov-Smirnov one sample test and the Chi Square.

If no significant difference was observed on either measure, it was interpreted that the expected value of one year had been achieved. If a significant difference in a positive direction occurred, it was interpreted to mean that within the population of pupils greater than one year of growth was attained by the pupils.

Both achievement data and data on objectives is reported in the following categories where activity has taken place in a category:

Part A, B, C, Delinquent, Neglected

COGNITIVE OBJECTIVES
- Reading
- Mathematics
- General Academic
- Other Cognitive

AFFECTIVE OBJECTIVES
- General Attitudes
- Attitudes toward subject matter
- Attitudes toward other persons

PSYCHOMOTOR OBJECTIVES

ENVIRONMENTAL OBJECTIVES

V. EVALUATION REPORT

The tables following this page are presented in two sections, A. Descriptive Information, and B. Performance Information. These tables show the aggregation of common data across Title I school districts and display the information regarding how Colorado conducted itself as a State in regard to Title I.

IV-A provides general information regarding enrollments, staffing, etc., as it existed in each program in October 1975. In addition, it shows the number of pupils seeking to achieve certain types of objectives in October of 1975. These objectives were classified by LEA directors in their reports. Descriptors for each objective area in the main came from Handbook VI. Descriptors of the areas contained in this report are provided in Appendix A.

IV-B provides information on the achievement of objectives as reported in September of 1976. The same descriptors of objectives used in IV-A apply. For the sake of brevity, all language arts, math, and reading objectives were merged into those categories, e.g., spelling was grouped with other language arts. Duplicated counts are used in the determination of achievement of objectives, e.g., a project may have two reading objectives for the same group of pupils each with a different quality of performance. Thus pupils are counted twice, which is not the important matter, rather it is important that out of a given number of pupils a certain number met the objective.

Finally, data was collected on specialized supplementary services offered to pupils and dissemination activities of the LEAs. These items are reported in the tables following the achievement data.

Promising Projects

Projects worthy of dissemination were named as such based on two criteria:

1. The program must have been determined in substantial compliance with Title I regulations by the monitoring team and further validated by a second visit from an SEA team member during the current fiscal year ('76).
2. Achievement data must be such that an indication of worthwhile development among Title I pupils was present. These projects are reported in Section VI.

V-A Descriptive Information

TABLE I

GENERAL INFORMATION

Number of Public Elementary and Secondary Schools	1268	
Number of Known Non-public Elementary and Secondary Schools	231	
TOTAL	1469	
Number of Public and Known Non-public Schools in Colorado		
Elementary	869	
Junior High	288	
Senior High	183	
9 or more grades above		
Kindergarten (K)	119	
Unclassified	10	
TOTAL	1469	
Highest Number and Percent of Students from Low-Income Families in any School	441	90.7%
Lowest Number and Percent of Students from Low-Income Families in any School	8	5.3%
Number of Schools in State Receiving Title I Assistance	675	
Number of Districts with Independent Title I Programs	81	
Number of Programs with more than One Cooperating District	9	

TABLE II

NUMBER OF PUBLIC TITLE I TARGET SCHOOLS IN COLORADO PARTICIPATING IN THE VARIOUS CATEGORIES OF THE ACT

	Part A	Part B	Neglected	Delinquent
Elementary	462	1	3	
Junior High	136	2	2	0
Senior High	88	7	0	0
9 or more grades above K	16	1	0	0
Unclassified	8	0	3	1
Total	710	11	8	1
	NON-PUBLIC SCHOOLS			
	Part A	Part B	Neglected	Delinquent
Elementary	27	0	0	0
Junior High	1	0	0	0
Senior High	1	0	0	0
9 or more grades above K	8	0	0	0
Unclassified	0	0	0	0
Total	37	0	0	0

TABLE III	
TARGET AREAS AND PARTICIPANTS IN COLORADO	
Number of Resident Children in Title I Target Areas	238,575
Number of Pupils Enrolled in Public Target Area Schools	231,125
Number of Public School Pupils Participating in Title I Programs	33,692 14.1% of residents 14.6% of enrollments
Estimated Number of Participating Pupils from Low-Income Families	17,945 53.3% of participants
Number of Private School Pupils Receiving Services at Public Schools	35 .73% of Private School residents
Number of Private School Pupils Residing in Eligible Attendance Areas	4,804
Number of Private School Pupils Participating at Private Schools	1,022 23.7% of Non-Public residents

TABLE IV
TITLE I
NUMBER OF PARTICIPATING PUBLIC SCHOOL PUPILS
BY GRADE AND DISTRICT SIZE

1975-76

Dist. Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL	% of TOTAL
PRE K			10	89	137	412	108	756	2.2
KNDR	8	12	26	86	399	629	199	1359	4.0
GRADE 1	27	64	143	574	966	831	535	3140	9.3
GRADE 2	40	95	174	900	1185	784	751	3929	11.7
GRADE 3	39	86	142	960	1063	508	777	3575	10.6
GRADE 4	40	106	123	908	904	474	662	3217	9.6
GRADE 5	50	123	152	969	858	467	654	3273	9.7
GRADE 6	60	129	203	944	897	368	689	3290	9.8
GRADE 7	34	112	165	858	526	1344	642	3681	10.9
GRADE 8	39	130	132	775	353	668	504	2601	7.7
GRADE 9	16	60	129	510	723	344	191	1973	5.9
GRADE 10	28	43	117	362	137	445	161	1293	3.8
GRADE 11	6	14	115	115	127	468	90	935	2.8
GRADE 12	11	13	80	77	63	354	46	644	1.9
TOTAL	398	987	1711	8127	8338	8096	6009	33666	100.0%

TITLE I
DISTRIBUTION OF PUBLIC SCHOOL PUPILS
THROUGHOUT THE GRADES AS A PERCENT TO TOTAL PARTICIPANTS
(UNDUPLICATED COUNT) 1974-75

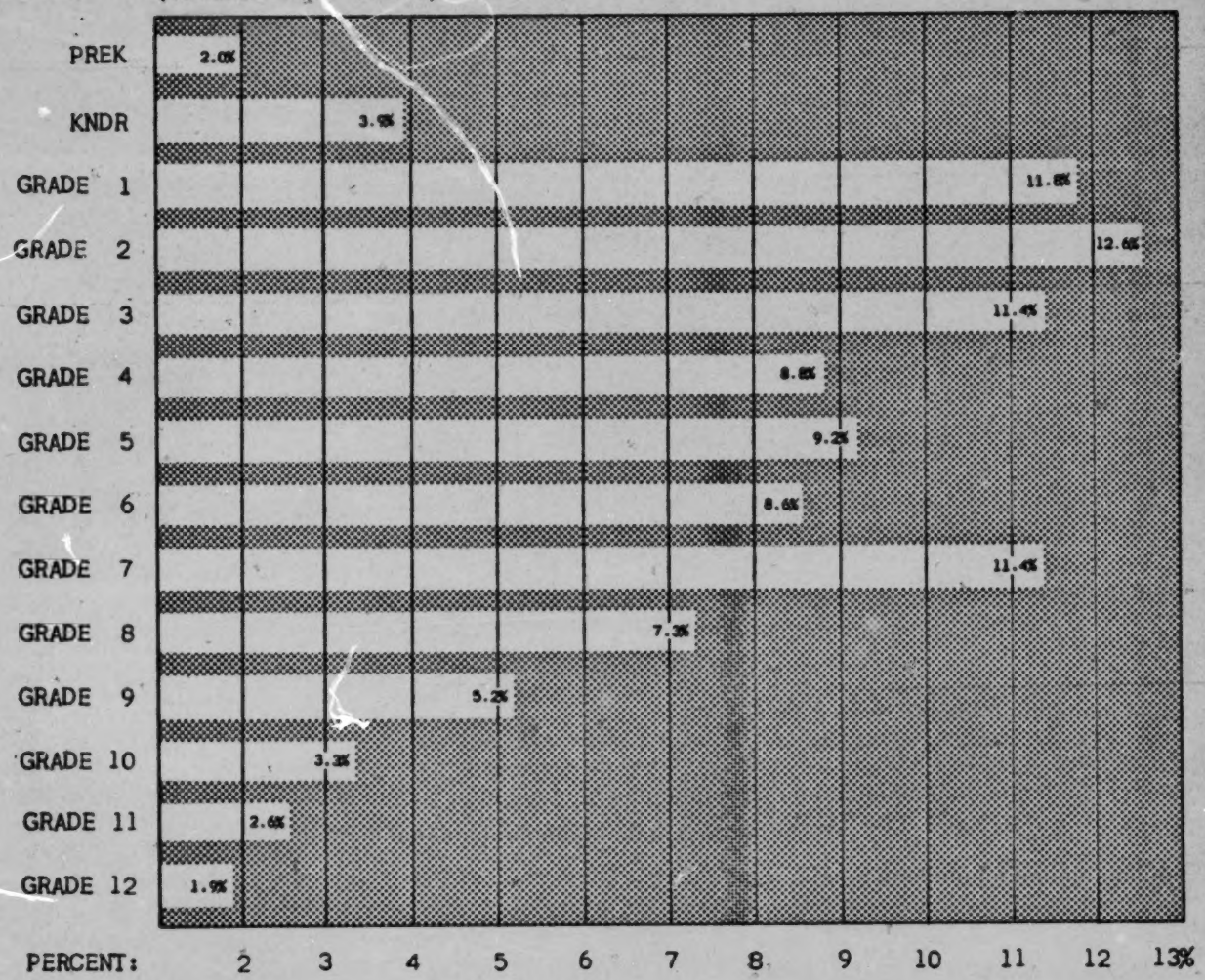

TABLE VI

NUMBER AND PERCENT OF PUPILS SERVED IN TITLE I PROGRAMS
BY ETHNIC GROUP AND DISTRICT SIZE
FOR SCHOOL YEAR 1975-76

DISTRICT SIZE OR TYPE		1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL
AMERICAN INDIAN	NBR	.0	33	245	268	23	76	17	662
	%	.0	3.3	14.0	3.2	.3	.9	.3	1.9
BLACK	NBR	.0	4	5	50	279	1,843	18	2,199
	%	.0	.4	.3	.6	3.3	21.4	.3	6.3
ASIAN AMERICAN	NBR	.0	2	3	25	50	66	42	188
	%	.0	.2	.2	.3	.6	.8	.7	.5
SPANISH SURNAMED	NBR	119	250	639	3,109	3,574	3,629	2,390	13,710
	%	29.9	25.3	36.6	37.2	41.8	42.2	39.4	39.5
ALL OTHER	NBR	279	698	854	4,909	4,631	2,982	3,594	17,947
	%	70.1	70.7	48.9	58.7	54.1	34.7	59.3	51.7
TOTAL *	NBR	398	987	1,746	8,361	8,557	8,596	6,061	34,706
	%	1.1	2.8	5.0	24.1	24.7	24.8	17.5	

* Includes private school pupils

TABLE VII

NUMBER AND PERCENT OF HANDICAPPED PUPILS PROVIDED SERVICES
THROUGH TITLE I BY DISTRICT SIZE & HANDICAP TYPE
FOR SCHOOL YEAR 1975-76

DISTRICT SIZE OR TYPE		1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL
PHYSICAL	NBR	3	7	1	9	4		30	54
	%	2.9	4.0	.5	1.2	.5	.0	4.1	1.9
VISUAL	NBR	2	1	7	32	20		53	115
	%	2.0	.6	3.2	4.2	2.5	.0	7.2	4.1
HEARING	NBR	2	9	8	18	24		34	95
	%	2.0	5.2	3.7	2.4	3.0	.0	4.6	3.4
SPEECH	NBR	11	14	56	90	322		172	665
	%	10.8	8.1	25.6	11.9	39.9	.0	23.4	23.8
LIMITED INTELLECTUAL FUNCTIONING	NBR	41	51	28	156	45		193	514
	%	40.2	29.5	12.8	20.7	5.6	.0	26.3	18.4
EMOTIONAL, PERCEPTUAL, COMMUNICATIVE, COMBINED	NBR	43	91	119	449	392		252	1,346
	%	42.2	52.6	54.3	59.5	48.6	.0	34.3	48.3
TOTAL	NBR	102	173	219	754	807		734	2,789
	%	3.7	6.2	7.9	27.0	28.9	.0	26.3	

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
READING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K					81			81	.3
KNDR	8	12		106	116	173	168	583	2.0
1	27	61	96	539	603	413	516	2,255	7.6
2	40	90	145	801	1,005	484	711	3,276	11.1
3	38	76	113	850	954	504	719	3,254	11.0
4	41	91	104	788	861	480	616	2,981	10.1
5	47	106	101	819	764	457	588	2,882	9.7
6	54	105	123	786	836	351	627	2,882	9.7
7	28	97	109	748	428	1,624	526	3,560	12.0
8	40	110	82	694	361	755	404	2,446	8.3
9	15	51	40	477	708	389	168	1,848	6.2
10	27	41	45	317	140	535	140	1,245	4.2
11	5	14	49	122	110	516	76	892	3.0
12	43	12	18	77	37	1,230	35	1,452	4.9
TOTAL:	413	866	1,025	7,124	7,004	7,911	5,294	29,637	100%

MATHEMATICS

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS MATHEMATICS

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K						384		384	3.1%
KNDR	4	11		19	10	54	34	132	1.2%
1	10	6	28	122	76	704	60	1,006	8.4%
2	7	12	58	231	54	706	121	1,189	9.9%
3	6	13	46	311	73	331	115	895	7.4%
4	10	28	35	264	72	302	87	798	6.6%
5	21	40	53	357	112	295	126	1,004	8.3%
6	16	44	52	379	114	224	110	939	7.8%
7	12	28	29	211	97	1,631	173	2,181	18.1%
8	14	34	22	201	32	761	160	1,224	10.2%
9	4	17	83	87	46	373	35	645	5.4%
10	14	5	56	57	12	524	22	690	5.7%
11	1		13	12	6	508	16	556	4.6%
12	4	2	3	5		371	12	397	3.3%
TOTAL	123	240	478	2,256	704	7,168	1,071	12,040	100%

ORAL AND WRITTEN COMMUNICATION

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ENGLISH LANGUAGE ARTS

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K				90	56	412	132	690	10.5
KNDR			15	25	159	498	55	752	11.5
1		3	29	34	596	73	54	789	12.0
2			6	102	500	80	93	781	11.9
3		2	2	128	365	28	59	584	8.9
4			5	137	231		31	404	6.1
5			9	152	192		56	409	6.2
6		2	11	154	165		40	372	5.7
7			15	170	27	110	37	359	5.5
8			6	140	13	105	41	305	4.6
9			21	237	10	67	13	348	5.3
10			17	246		29	3	295	4.5
11			18	60		159	2	239	3.6
12			15	33		192	1	241	3.7
TOTAL:		7	169	1,708	2,314	1,753	617	6,568	100.%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

COMPOSITION
DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR							25	25	4.0
1							30	30	4.8
2							30	30	4.8
3							26	26	4.1
4							24	24	3.8
5							24	24	3.8
6							20	20	3.2
7							18	18	2.9
8							15	15	2.4
9				220				220	35.1
10				58				58	9.3
11				74				74	11.8
12				63				63	10.0
TOTAL:				415			212	647	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
HANDWRITING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR									
1					213			213	33.3
2					132			132	20.6
3					113			113	17.7
4					79			79	12.3
5					80			80	12.5
6					23			23	3.6
7									
8									
9									
10									
11									
12									
TOTAL:					640			640	100%

ACHIEVE A GRADE EQUIVALENT
CLASSIFIED AS

SPELLING

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR	1			9				10	3.5
1	6			38				44	15.3
2	2			39				41	14.3
3	8			37				45	15.7
4	3			36				39	13.6
5	10			42				52	18.1
6	3			48				51	17.8
7	2							2	.7
8									.0
9	1							1	.3
10	1							1	.3
11	1							1	.3
12									.0
TOTAL	38			249				287	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

STUDY SKILLS
DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				3				3	.7
1				42				42	9.2
2				41				41	9.0
3				28				28	6.1
4				25				25	5.5
5				19				19	4.1
6				21				21	4.6
7				15		75		90	19.7
8				16		88		104	22.7
9						85		85	18.6
10									
11									
12									
TOTAL:				210		248		485	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ALL ENGLISH LANGUAGE ARTS EXCEPT READING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				9				9	.6
1	4		6	40				50	3.3
2	4			102				106	6.9
3	1		2	126	29			159	10.4
4	1		2	142	41			186	12.1
5	4		2	132	26			164	10.7
6	4		2	123	24			153	10.0
7	8		9	86				103	6.7
8	2		12	54				68	4.4
9			8	241				249	16.2
10				75	9			84	5.5
11				85	20			105	6.8
12				68	31			99	6.4
TOTAL:	28		43	1,283	180			1,535	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
OTHER LANGUAGE SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR					111			111	4.2
1					137	655		792	30.0
2					152	616		768	29.1
3					104	673		777	29.4
4					72			72	2.7
5					40			40	1.5
6					32			32	1.2
7					48			48	1.8
8									
9									
10									
11									
12									
TOTAL					696	1,944		2,640	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
SPEECH

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				211				211	42.6
1				86				86	17.4
2				54				54	10.9
3				46				46	9.3
4				31				31	6.3
5				21				21	4.2
6				10				10	2.0
7				12				12	2.4
8				10				10	2.0
9				6				6	1.2
10				4				4	.8
11				2				2	.4
12				2				2	.4
TOTAL:				495				495	100%

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS

LISTENING

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K				4				4	.5
KNDR				1				1	.1
1			2	34	213			249	29.4
2			17	31	132			180	21.2
3			10	24	113			147	17.3
4			11	13	79			103	12.1
5			14	1	80			95	11.2
6			19		23			42	5.0
7			12					12	1.4
8			9					9	1.1
9			5					5	.6
10									.0
11			1					1	.1
12									.0
TOTAL			100	108	640			640	100%

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS VOICE AND DICTION

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K				4				4	3.0
KNDR				1				1	.8
1			2	34				36	27.1
2			4	31				35	26.3
3				24				24	18.0
4				13				13	9.8
5				1				1	.8
6			11					11	8.3
7			8					8	6.0
8									
9									
10									
11									
12									
TOTAL			25	108				133	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K			52			368		420	5.2
KNDR				211	30	439	25	705	25.5
1				86	94	170	30	380	13.7
2				54	83	195	30	362	13.1
3				46	59	70	26	201	7.3
4				31	23	9	24	87	3.1
5				21	27	7	24	79	2.9
6				10	11	4	20	45	1.6
7				12	102	75	18	207	7.5
8				10	70	88	15	183	6.6
9				6	2	85		93	3.4
10				4				4	.1
11				2				2	.1
12				2				2	.1
TOTAL:			52	495	501	1,510	212	2,770	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ENGLISH ORAL LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K			52	4				56	2.9
KNDR			24	1	133	42	25	225	11.8
1			17	34	197	131	39	418	22.0
2			4	31	169	90	41	335	17.6
3				24	138	87	36	285	15.0
4				13	146	9	35	203	10.7
5				1	98	7	29	135	7.1
6			11		87	4	27	129	6.8
7			8		44		18	70	3.7
8					31		15	46	2.4
9									
10									
11									
12									
TOTAL:			116	108	1,043	370	265	1,902	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

BILINGUAL LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR					99			99	36.9
1					78			78	29.1
2					36			36	13.4
3					14			14	5.2
4					24			24	9.0
5					8			8	3.0
6					9			9	3.4
7									
8									
9									
10									
11									
12									
TOTAL:					268			268	100%

GENERAL ACADEMIC IMPROVEMENT

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS

GENERAL ACADEMIC IMPROVEMENT

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KINDR							29	29	4.7
1							38	38	6.2
2							23	23	3.8
3							27	27	4.4
4							21	21	3.4
5							20	20	3.3
6			12				61	73	11.9
7						37	39	76	12.4
8							40	40	6.5
9						86	40	126	20.6
10							65	65	10.6
11							39	39	6.4
12							35	35	5.7
TOTAL			12			123	477	612	100%

EARLY CHILDHOOD EDUCATION

72

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

EARLY CHILDHOOD EDUCATION, PREPRIMARY LEVEL

GRADE	DISTRICT SIZE OR TYPE							Grade Total	Percent of Total
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop		
PRE K				90	57			147	100
KNDR									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTAL				90	57			147	100 %

HANDICAPPED PUPILS

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20						20	5.3
KNDR		4					9	13	3.5
1				2			26	28	7.5
2				2			32	34	9.1
3				6			34	40	10.7
4				9			24	33	8.8
5				6			15	21	5.6
6				5			20	25	6.7
7				24			24	48	12.8
8				22			21	43	11.5
9				10			21	31	8.3
10				6			9	15	4.0
11				5			12	17	4.5
12				3			3	6	1.6
TOTAL		24		100			250	250	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

COMMUNICATION SKILLS (HANDICAPPED)

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K							50	50	3.8
KINDR					60		49	109	8.2
1					89		84	173	13.0
2					77		86	163	12.3
3					118		82	200	15.1
4					122		75	197	14.8
5					124		59	183	13.8
6					117		48	165	12.4
7							30	30	2.3
8							30	30	2.3
9							6	6	.5
10							4	4	.3
11							9	9	.7
12							8	8	.6
TOTAL					707		620	1327	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

INTERPERSONAL BEHAVIORAL COPING SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K							50	50	27.3
KINDR									
1				9			9	18	9.8
2				15			8	23	12.6
3				10			9	19	10.4
4				9			7	16	8.7
5				1			8	9	4.9
6				3			5	8	4.4
7							11	11	6.0
8							5	5	2.7
9							9	9	4.9
10							3	3	1.6
11							7	7	3.8
12							5	5	2.7
TOTAL				47			136	183	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

MOTOR SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20					50	70	57.9
KINDR		4						4	3.3
1				9				9	7.4
2				15				15	12.4
3				10				10	8.3
4				9				9	7.4
5				1				1	.8
6				3				3	2.5
7									
8									
9									
10									
11									
12									
TOTAL		24		47			50	121	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

PERCEPTUAL SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20					50	70	5.5
KINDR		4		5	60			69	5.4
1				50	89		12	160	12.6
2				58	77		21	156	12.3
3				45	118		27	190	15.0
4				38	122		32	192	15.1
5				29	124		23	176	13.9
6				26	117		13	156	12.3
7				21			4	25	2.0
8				23			6	29	2.3
9							2	2	.2
10							4	4	.3
11				17			7	24	1.9
12				9			7	16	1.3
TOTAL		24		330	707		208	1269	100%

AFFECTIVE, PSYCHOMOTOR AND ENVIRONMENTAL OBJECTIVES

AFFECTIVE OBJECTIVES
NUMBER AND PERCENT OF PUPILS BY GRADE
Feelings, Beliefs or Values
Regarding:

	SCHOOL		*CONTENT		LANGUAGE ARTS		MATHEMATICS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PK	0	.0	0	.0	10	.8	0	.0
K	1	.1	20	4.3	39	3.2	11	1.4
1	33	2.1	48	10.2	134	11.0	20	2.6
2	189	12.0	102	21.7	156	12.8	71	9.1
3	198	12.6	86	18.3	165	13.6	115	14.8
4	184	11.7	79	16.8	111	9.1	74	9.5
5	136	8.6	41	8.7	141	11.6	97	12.5
6	88	5.6	33	7.0	121	10.0	82	10.5
7	169	10.7	0	.0	92	7.6	121	15.6
8	218	13.9	0	.0	106	8.7	111	14.3
9	158	10.0	2	.4	69	5.7	51	6.6
10	71	4.5	9	1.9	35	2.9	21	2.7
11	89	5.7	23	4.9	29	2.4	3	.4
12	40		26	5.5	7	.6	1	.1
TOTAL	1574	100.0	469	100.0	1,215	100.0	778	100.0

*All School Subject Matters

PUPILS BY GRADE ATTITUDES REGARDING

	SELF		CONFIDENCE IN OWN ABILITY		RESOURCEFULNESS		SELF-ESTEEM		OTHERS		PEERS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	No.	Percent
P-K	0	.0	33	4.0	0	.0	0	.0	0	.0	0	.0
K	1	.1	0	.0	134	12.2	0	.0	1	.1	0	.0
1	13	1.7	23	2.8	83	7.6	0	.0	40	4.3	27	17.2
2	39	5.1	90	10.8	150	13.7	119	28.1	76	8.2	37	23.6
3	70	9.2	95	11.4	177	16.1	85	20.0	80	8.6	30	19.1
4	66	8.6	85	10.2	139	12.7	69	16.3	63	6.8	16	10.2
5	73	9.6	62	7.4	144	13.1	84	19.8	82	8.8	11	7.0
6	54	7.1	84	10.1	126	11.5	56	13.2	108	11.7	33	21.0
7	82	10.7	107	12.8	56	5.1	5	1.2	80	8.6	1	.6
8	129	16.9	95	11.4	44	4.0	6	1.4	107	11.5	2	1.3
9	103	13.5	59	7.1	24	2.2	0	.0	93	10.0	0	.0
10	57	7.5	53	6.3	19	1.7	0	.0	89	9.6	0	.0
11	48	6.3	33	4.0	1	.1	0	.0	64	6.9	0	.0
12	29	3.8	16	1.9	0	.0	0	.0	44	4.7	0	.0
TOTAL	764	100.0	835	100.0	1097	100.0	424	100.0	927	100.0	157	100.0

NUMBER AND PERCENT
OF PUPILS SEEKING TO ACHIEVE
AN OBJECTIVE CLASSIFIED AS
PSYCHOMOTOR AND ENVIRONMENTAL

GRADE	PSYCHOMOTOR		ENVIRONMENTAL	
	NUMBER	PERCENT	NUMBER	PERCENT
PK	89	17.9	124	39.9
K	19	3.8	9	2.9
1	20	4.0	38	12.2
2	55	11.1	48	14.1
3	74	14.9	32	10.3
4	41	8.2	17	5.5
5	43	8.7	11	3.5
6	32	6.4	33	10.6
7	18	3.6	1	.3
8	24	4.8	2	.6
9	6	1.2	0	.0
10	48	9.7	0	.0
11	25	5.0	0	.0
12	3	.6	0	.0
TOTAL	497	100.0%	311	100.0%

SUPPORT SERVICES Number of Pupils Served	
Guidance and Counseling	4,584
School Psychological Services	710
Testing	34,650
Social Work	694
Medical Treatment	862
Dental Treatment	1,065
Eye Treatment or Correction	897
Ear Treatment or Correction	670
Pupil Transportation	2,978
Food Services	1,683
Clothing	147
Student Subsidies	12
Special Services for Handicapped Pupils	56
Other Pupil Services	1,073

DISSEMINATION	
Newspaper Articles Published	480
Radio Appearances	64
Television Appearances	13
Number of Issues of Newsletters Published	2,279
Number of Sets of Mimeographed Materials	8,659
Meetings for General Public	1,334
Number of Parents Visiting Title I Rooms	10,312
Number of Visitors from Other Districts	1,732

FULL TIME EQUIVALENTS AND SALARIES PAID TO TITLE I PERSONNEL

- -

VOLUNTEERS

F.T.E. AND SALARIES
PAID TO ALL TITLE I*
PERSONNEL

District Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coops	Total
F.T.E Title I	24.9	34.5	53.6	323.5	383.9	491.5	256.2	1568.1
Total Salaries Paid by Local and Title I Funds	174,140	346,708	416,300	2,344,299	3,281,781	4,496,571	1,738,163	12,797,962
Total Salaries Paid by Title I Only	116,104	201,366	322,174	2,015,662	3,021,986	4,312,755	1,365,472	11,355,519
Average Salaries Per Title I F.T.E. From Title I Funds	$4,663	$5,836	$6,010	$6,230	$7,871	$8,774	$6,383	$7,241
Percent of Salaries of All Personnel Paid by Title I	66.7%	58.1%	77.4%	86.0%	92.1%	95.9%	78.6%	89%

*Includes Teachers, Aides and other Personnel

*F.T.E. AND SALARIES PAID TO TITLE I TEACHERS

District or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24,999	Coops	Total
F.T.E Title I	17.0	21.0	24.0	142.5	201.9	231.0	113.6	751.0
Total Salary Paid by Local And Title I Funds	$141,344	$286,402	$251,159	$1,312,798	$2,237,787	$3,131,000	$1,180,160	$8,540,650
Total Salary Paid By Title I Only	$ 97,302	$155,625	$224,222	$1,247,231	$2,106,280	$3,097,663	$ 995,781	$7,924,104
Average Salary Per Title I F.T.E. From Title I Funds	$ 5,723	$ 7,410	$ 9,342	$ 8,725	$ 10,432	$ 13,409	$ 8,765	$ 10,551
Percent of Total Teacher Salary Paid by Title I	68.8%	54.3%	89.3%	95.0%	94.1%	98.9%	84.4%	92.8%

*Full Time Equivalent

*F.T.E. AND SALARIES PAID TO TITLE I AIDES

DISTRICT Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	COOPS	TOTAL
F.T.E. TITLE I	7.4	13.4	26.0	148.5	135.2	219.5	94.8	644.8
Total Salary Paid By Local and Title I Funds	$24,842	$59,106	$93,951	$529,247	$431,201	$747,084	$301,353	$2,186,784
Total Salary Paid by Title I Only	$17,012	$44,541	$77,996	$497,302	$412,546	$668,822	$289,257	$2,007,476
Average Salary Per Title I F.T.E. From Title I Funds	$ 2,298	$ 3,323	$ 2,999	$ 3,348	$ 3,051	$ 3,047	$ 3,051	$ 3,113
Percent of Total Aides Salary Paid By Title I	68.5%	75.4%	83.0%	94.0%	95.7%	89.5%	96.0%	91.8%

*Full Time Equivalent

F.T.E. AND SALARIES
PAID TO *OTHER
TITLE I PERSONNEL

District Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coops	Total
F.T.E. Title I	.5	.1	3.6	32.5	46.8	41.0	47.8	172.3
Total Salary Paid by Local and Title I Funds	$14,070	$ 1,200	$71,190	$502,254	$612,793	$618,487	$256,650	$2,076,644
Total Salary Paid by Title I Only	$ 1,790	$ 1,200	$19,956	$271,129	$503,160	$546,270	$ 80,434	$1,423,939
Average Salary Per Title I F.T.E. From Title I Funds	$ 3,600	$12,000	$ 5,543	$ 8,342	$ 10,751	$ 13,323	$ 1,682	$ 8,264
Percent of Salary of Other Personnel Paid by Title I	12.7%	100%	28.0%	54.0%	82.1%	88.3%	31.3%	68.6%

*Includes Salaries of Title I Program Directors, Coordinators, Supervisors and other Supportive Services.

NUMBER OF VOLUNTEERS ASSIGNED TO

TITLE I PROGRAMS

Parents	606
Other Adults	185
Youth	222
Total	1,013

PARENT COUNCIL REPORT

COLORADO PARENT COUNCIL
Report for 1976

Membership	N=95
Number of District Advisory Council Members	997
Number of Advisory Council Members at Cooperative Level	159
Number of Target School Advisory Council Members	1269

Colorado experienced a growth in numbers of parents participating in its Title I Councils by approximately 38%. Greater growth might have been encountered had it not been for the fact that prior to new federal laws mandating school level councils many Colorado school districts had previously organized school councils. The following tables indicate the types of activities and degree of participation in them by Colorado Parent Advisory Councils.

Meetings	N=95
Number of Meetings at District Level	565
Number of Meetings at Cooperative Level	43
Number of Meetings at Target School Level	839

Procedures Used for Orientation and Training of Parent Council Membership	
PROCEDURES	*Percent of Programs Responding N= 95
Dissemination of General Information to Public	88%
Distribution of Title I Newsletter	39%
Distribution of PAC Meeting Minutes	71%
Distribution of Application, Evaluation, Etc.	81%
Orientation Packet Provided	44%
Employ a Parent Coordinator	28%
Observe Classrooms	77%
Staff Member Visits Home	43%
At Meetings:	
Staff Presentations on Title I	84%
Films or Video Tapes Shown	44%
Outside Speakers	47%
Regular Parent Inservice:	
Instruction in Evaluation	47%
Instruction in Title I History, Philosophy, etc.	47%
Instruction in Leadership Skills	28%

*Percent of Reporting Programs Indicating they had Utilized such a Procedure

PAC Involvement in Program Planning	
PLANNING ACTIVITY	Percent of Programs Responding N=82
Attend Planning Meetings	96%
Review and Approve Final Draft of Application	83%
Read Application and Suggest Revisions	68%
Provide General Input	93%
Other	14%

P.A.C. INVOLVEMENT IN PROGRAM OPERATION	
Activity	Percent of Programs Responding N= 95
Observation of Classrooms	79%
Volunteering as Aides	39%
Regular Meetings	93%
Special Programs or Events	58%
Providing Input on Program Details	68%
State Title I Conference	69%
Conferring with Title I Teachers	95%
Home Visits	29%
Other	11%

P.A.C. INVOLVEMENT IN EVALUATION	
Activity	Percent of Programs Responding N=95
Assist in Preparing Evaluation Reports	34%
Review and Approve Evaluation Reports	67%
Provide General Feedback	83%
Observe Program	79%
Complete Questionnaire or Check-Sheet	44%
Participate in Opinion Survey	53%
Other	7%

FUNDS BUDGETED FOR P.A.C. EXPENDITURES BY LEAS	
Expenditures for:	Percent of Programs Responding N=95
Salary for Parent Coordinator	28%
Mileage Expenses	66%
Meeting Costs	64%
Communication (Printing, Mailing, etc.)	58%
Other	24%
No Funds Budgeted	16%

Rank Order of Items Receiving Attention at P.A.C. Meetings:

Rank 1 = Most Attention; Ranks = Least Attention; N= 95

	1	2	3	4	5
Program Operation	34	22	17	9	5
Program Planning	28	36	31	46	21
Program Budgeting	5	9	7	15	47
Program Evaluation	7	13	3	2	1
Needs Assessment	24	10	26	15	9

Attendance at State Sponsored Parent Involvement Conference, April 1-2, 197

Number Attending	608
Percent Parents	44%
Educational Staff	46%
Others or No Response	10%

Roles Represented		
	No.	%
Parents	247	41%
PAC Chairpersons	20	3%
Directors/Coordinators	56	9%
Principals	21	3%
Teachers	94	16%
Aides	53	9%
State Advisory Council Members	6	3%
Community/Contact Aides	52	9%
Other	63	10%
Superintendents	1	.03%
Asst. Superintendents	1	.03%

76 School District, 7 Cooperative Program,
2 Other States (Texas, South Dakota)
1 Foreign Country (Australia)

EVALUATION

Did the Conference	Excellent N	%	Good N	%	Adequate N	%	Fair N	%	Poor N	%
Accomplish its Objectives? N=174	68	39	68	39	22	13	10	6	6	3

Was your Participation in	Excellent N	%	Good N	%	Adequate N	%	Fair N	%	Poor N	%
the Conference worthwhile? N=170	83	49	64	38	13	8	7	4	3	2

V-B PERFORMANCE INFORMATION

111

PERFORMANCE INFORMATION

Two types of information are contained in this section. (1) the accomplishment of objectives and (2) the analysis of available standardized test data.

The accomplishment of objectives pages are organized on the basis of the fact that each program classified its objectives with code numbers to indicate whether the objective was reading, language arts, or any number of other available classifications.

Items A-F deal with the in and out characteristics of pupil enrollment during the course of a year. Populations are not stable and it can never be said with any precision that exactly X number of pupils were served. But, we can examine the transient nature of population and we can account for the reason that when we report 1500 pupils in a program, we report results on only 900 as an example.

Items G-I report the numbers of pupils we may count for evaluation purposes. In this case, the number who received Title I services for the full period for which a project was designed and those who were released from Title I services early due to the fact that teachers had determined that the children no longer needed it, i.e., early success stories.

Items J-L deal with the accomplishment of objectives. If, for example, a local objective states that "80% of the students will gain one month for each month they participate in the Title I Reading program as measured by the Stanford Achievement Test," then of the pupils counted for evaluation, 80% of them are needed to gain a month for a month to reach the objective. Item J states this number. Item K shows the number actually meeting the local standard. Item L shows the number who did not meet the standard.

In conjunction with items J-L percents are provided as a matter of analysis. For example, J as a percent of I would convert all local objectives to say 76% instead of the 80% given in the example above. K provides a number of pupils needed to meet all of the objectives in the State. K as a percent of J shows the degree to which that standard was met.

The number of objectives exceeded by LEA projects, met by LEA projects and not met by LEA projects as well as the amount of inservice education specifically dedicated to these objectives appear on the page also.

The second page which is provided for each objective classification shows the analysis of achievement test scores utilizing expected scores (pre test +1) and observed scores (post-test). These are analyzed utilizing the Chi Square and Kolmogorov-Smirnov tests for significance.

The Chi Square (χ^2) is a test demonstrating differences among the cells between an expected value and an observed value; in this case, numbers of pupils whose scores fell within a given range. The Kolmogorov-Smirnov one sample test not only tests for differences but also tests the entire range of values.

Significant differences demonstrated by these tests may be in either a positive or negative direction, i.e., the test may show that there was a difference in the direction of less than (<) the expected value or greater than (>) the expected value. To determine directionality of significant χ^2 or Kolmogorov-Smirnov, the median and mean were established for both expected and observed values. If on median, there was a change of one cell or on the mean there was a change of .5, the χ^2 and Kolmogorov-Smirnov, the test was said to be significant in the direction observed in the median or mean or both. Direction is shown in the charts as < YES or YES>.

If no significant differences were encountered and there was no perceptible shift in the median or mean from the expected values to the observed values, it was interpreted that no differences existed between the two sets of values. If no difference existed, then the grcup had done what we expected it to do. It had accomplished a gain of approximately one year. This is shown in the charts as simply YES or NO.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	5655
B.	Pupils entering projects later than pre-test	693
C.	Pupils who moved out of school or district during projects	866
D.	Pupils who dropped out of school during projects	189
E.	Pupils who were dropped from projects for other reasons before post-test	249
F.	Final enrollment	5044

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	84
H.	Pupils who were in the projects for the entire time from pre-test to post-test	3567
I.	Total	3651

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	2507	% of I.	68.7%	
K.	Number of pupils who met the objectives	2682	% of J.	107.0%	% of I. 73.5%
L.	Number of pupils who did not meet the objective	969	% of I.	26.5%	* Number Close 259

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	24
Number of objectives met by projects	6
Number of objectives not met by projects	10
Number of projects	34

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	2	2	132	102	4
Aides	19	3	188	74.5	1
Others	2	2	14	15	0
Projects Exceeding Objectives					
Teachers	2	1	79	61	4
Aides	4	3	107	36	1
Others	2	1	10	9	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO
LANGUAGE ARTS - REGULAR TERM

GRADE EQUIVALENCY SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	149	15	22.31	45.87	Yes	.109	.215	Yes
4-5-6	279	14	21.06	344.59	Yes	.073	.167	Yes
TOTAL ELEM.	429	15	22.31	134.38	Yes	.059	.120	Yes
7-8-9	325	13	19.81	400.47	<Yes	.068	.160	<Yes
10-11-12	61	12	18.55	8.66	No	.156	.115	No
TOTAL SEC.	386	13	22.36	418.78	<Yes	.062	.142	<Yes

DECILE SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	875	9	14.68	1577.51	Yes>	.041	.477	Yes>
1-2-3								
4-5-6								
TOTAL ELEM.	875	9	14.68	1577.51	Yes>	.041	.477	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	389
B.	Pupils entering projects later than pre-test	10
C.	Pupils who moved out of school or district during projects	2
D.	Pupils who dropped out of school during projects	17
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	380

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	248
I.	Total	248

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	193	% of I.	77.8%	
K.	Number of pupils who met the objectives	178	% of J.	92.2%	% of I. 71.8%
L.	Number of pupils who did not meet the objective	70	% of J.	28.2%	* Number Close 9

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	3
Number of objectives met by projects	2
Number of objectives not met by projects	3
	6
Number of projects	

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	3	4	8	.0	.0
Aides	5	7	8	.0	.0
Others	2	0	1	.0	.0
Projects Exceeding Objectives					
Teachers	2	.0	.0	.0	.0
Aides	4	.0	.0	.0	.0
Others	1	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

LANGUAGE ARTS - SUMMER

GRADE EQUIVALENCY SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	19	4	7.78	5.14	No	.272	.099	No
4-5-6	18	6	10.64	8.96	No	.278	.193	No
TOTAL ELEM.	37	10	15.99	8.10	No	.201	.072	No
7-8-9	6	2	4.60	4.33	No	.470	.667	Yes
10-11-12								
TOTAL SEC.	6	2	4.60	4.33	No	.470	.667	Yes

DECILE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	20	7	12.02	28.79	Yes	.264	.550	Yes
1-2-3								
4-5-6								
TOTAL ELEM.	20	7	12.02	28.79	Yes	.264	.550	Yes
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

LANGUAGE ARTS PART B REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	416
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	14
D.	Pupils who dropped out of school during projects	2
E.	Pupils who were dropped from projects for other reasons before post-test	25
F.	Final enrollment	375

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	63
H.	Pupils who were in the projects for the entire time from pre-test to post-test	312
I.	Total	375

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	63	% of I.	50.1%	
K.	Number of pupils who met the objectives	312	% of J.	123.9%	% of I. 62.1%
L.	Number of pupils who did not meet the objective	375	% of I.	37.9%	* Number Close 7

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	2
Number of objectives met by projects	0
Number of objectives not met by projects	0
Number of projects	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	.0	1	11	.0	.0
	Aides	.0	0	6	.0	.0
	Others	20.0	12	116	.0	.0
Projects Exceeding Objectives	Teachers	.0	1	11	.0	.0
	Aides	.0	0	6	.0	.0
	Others	20.0	12	116	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	26,355
B.	Pupils entering projects later than pre-test	4,447
C.	Pupils who moved out of school or district during projects	3,055
D.	Pupils who dropped out of school during projects	558
E.	Pupils who were dropped from projects for other reasons before post-test	1,101
F.	Final enrollment	26,088

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	749
H.	Pupils who were in the projects for the entire time from pre-test to post-test	,488
I.	Total	23,237

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	16,001	% of I.	68.9%	
K.	Number of pupils who met the objectives	16,110	% of J.	100.1%	% of I. 69.3%
L.	Number of pupils who did not meet the objective	7,127	% of I.	30.7	* Number Close 1855

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	63
Number of objectives met by projects	25
Number of objectives not met by projects	59
Number of projects	106

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	85	101	376	240	10
Aides	39	80	227	128	3
Others	22	27	45	42	3
Projects Exceeding Objectives					
Teachers	55	28	189	106	6
Aides	8	55	150	50	3
Others	5	26	23	20	1

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA IN RELATIONSHIP TO

READING - REGULAR TERM

GRADE EQUIVALENCY SCORES

χ^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	6035	12	18.55	770.57	Yes	.016	.071	Yes
4-5-6	6370	15	22.31	1114.12	Yes	.015	.071	Yes
TOTAL ELEM.	12405	15	22.31	922.28	Yes	.011	.044	Yes
7-8-9	4391	15	22.31	927.84	Yes	.018	.112	Yes
10-11-12	936	15	22.31	70.81	Yes	.040	.043	Yes
TOTAL SEC.	5327	15	22.31	582.87	Yes	.017	.94	Yes

DECILE SCORES

χ^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	2							
1-2-3	336	7	12.02	657.63	Yes	.064	.426	Yes
4-5-6	148	6	10.64	97.26	Yes	.100	.297	Yes
TOTAL ELEM.	516	7	12.02	786.15	Yes	.054	.390	Yes
7-8-9	86	7	12.02	175.65	Yes	.132	.372	Yes
10-11-12	38	6	10.64	9.56	No	.198	.184	No
TOTAL SEC.	124	7	12.02	116.50	Yes	.110	.315	Yes

STANINE SCORES

χ^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	16	3	6.25	6.55	Yes	.295	.500	Yes
1-2-3	175	3	6.25	68.69	Yes	.092	.577	Yes
4-5-6	154	3	6.25	25.65	Yes	.098	.312	Yes
7-8-9	24	3	6.25	5.39	No	.246	.125	No
10-11-12	304	8	13.36	100.03	Yes	.070	.139	Yes
TOTAL SEC.	328	8	13.36	100.37	Yes	.067	.132	Yes
TOTAL EL.	345	3	6.25	85.84	Yes	.066	.429	Yes

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

READING PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	976
B.	Pupils entering projects later than pre-test	21
C.	Pupils who moved out of school or district during projects	18
D.	Pupils who dropped out of school during projects	67
E.	Pupils who were dropped from projects for other reasons before post-test	25
F.	Final enrollment	887

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	877
I.	Total	877

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	677	% of I.	77.2%	
K.	Number of pupils who met the objectives	623	% of J.	92.0%	% of I. 71%
L.	Number of pupils who did not meet the objective	254	% of I.	29.0%	* Number Close 102

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	6
Number of objectives met by projects	1
Number of objectives not met by projects	8
Number of projects	13

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	5	11	14	0	0
Aides	8	14	17	0	0
Others	3	1	2	0	0
Projects Exceeding Objectives					
Teachers					
Aides					
Others					

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

READING PART B REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	192
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	10
D.	Pupils who dropped out of school during projects	1
E.	Pupils who were dropped from projects for other reasons before post-test	12
F.	Final enrollment	169

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	20
H.	Pupils who were in the projects for the entire time from pre-test to post-test	149
I.	Total	169

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	85	% of I.	50.3%	
K.	Number of pupils who met the objectives	120	% of J.	141.2%	% of I. 71%
L.	Number of pupils who did not meet the objective	49	% of I.	29.0%	* Number Close 2

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	0
Number of objectives not met by projects	0
Number of projects	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	0	1	11	0	0
	Aides	0	0	6	0	0
	Others	20	12	116	0	0
Projects Exceeding Objectives	Teachers	0	1	11	0	0
	Aides	0	0	6	0	0
	Others	20	12	116	0	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

READING
INSTITUTIONS FOR NEGLECTED REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	120
B.	Pupils entering projects later than pre-test	32
C.	Pupils who moved out of school or district during projects	8
D.	Pupils who dropped out of school during projects	1
E.	Pupils who were dropped from projects for other reasons before post-test	12
F.	Final enrollment	131

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	6
H.	Pupils who were in the projects for the entire time from pre-test to post-test	103
I.	Total	109

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	74	% of I.	67.9%		
K.	Number of pupils who met the objectives	90	% of J.	121.6%	% of I.	82.6%
L.	Number of pupils who did not meet the objective	19	% of I.	17.4%	* Number Close	3

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	4
Number of objectives met by projects	2
Number of objectives not met by projects	1
Number of projects	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	1	0	5	5	0
Aides	0	0	9	3	0
Others	0	0	2	0	0
Projects Exceeding Objectives					
Teachers	0	0	1	3	0
Aides	0	0	9	1	0
Others	0	0	0	0	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

READING
NEGLECTED - SUMMER TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	41
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	3
F.	Final enrollment	38

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	38
I.	Total	38

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	0
Number of objectives not met by projects	1
Number of projects	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	0	1	0	0	0
Aides	0	1	0	0	0
Others	0	3	0	0	0
Projects Exceeding Objectives					
Teachers	0	0	0	0	0
Aides	0	0	0	0	0
Others	0	0	0	0	0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	38	% of I.	100%		
K.	Number of pupils who met the objectives	27	% of J.	71.1%	% of I.	71.1%
L.	Number of pupils who did not meet the objective	11	% of I.	28.9%	* Number Close	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA IN RELATIONSHIP TO

READING - NEGLECTED - REGULAR TERM

GRADE EQUIVALENCY SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	23	8	13.36	54.38	Yes	.252	.478	Yes
TOTAL ELEM.	26	8	13.36	54.13	Yes	.242	.423	Yes
7-8-9	31	9	14.68	28.80	Yes	.218	.378	Yes
10-11-12	10	6	10.64	6.33	No	.368	.400	Yes
TOTAL SEC.	41	10	15.99	28.68	Yes	.191	.317	Yes

DECILE SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2= Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING - NEGLECTED - SUMMER

GRADE EQUIVALENCY SCORES

X^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	15	7	12.02	10.33	No	.304	.267	No
TOTAL ELEM.	15	7	12.02	10.33	No	.304	.267	No
7-8-9	23	5	9.24	31.40	Yes	.287	.304	Yes
10-11-12								
TOTAL SEC.								

DECILE SCORES

X^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

X^2 Komolgorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES CLASSIFIED AS

MATHEMATICS PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	9,197
B.	Pupils entering projects later than pre-test	1,466
C.	Pupils who moved out of school or district during projects	929
D.	Pupils who dropped out of school during projects	138
E.	Pupils who were dropped from projects for other reasons before post-test	485
F.	Final enrollment	9,111

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	235
H.	Pupils who were in the projects for the entire time from pre-test to post-test	7,811
I.	Total	8,046

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	5,519	% of I.	68.6%	
K.	Number of pupils who met the objectives	5,776	% of J.	104.7%	% of I. 71.8%
L.	Number of pupils who did not meet the objective	2,270	% of I.	28.2%	* Number Close 478

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	29
Number of objectives met by projects	14
Number of objectives not met by projects	16
Number of projects	47

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	28	19	175	65	5
Aides	29	46	146	44	0
Others	7	9	18	13	0
Projects Exceeding Objectives					
Teachers	27	10	107	32	5
Aides	12	36	113	36	0
Others	5	7	6	10	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS - REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	1014	7	12.02	318.50	Yes	.038	.139	Yes
4-5-6	1478	11	17.28	560.63	Yes	.032	.198	Yes
TOTAL ELEM.	2492	13	19.81	449.41	Yes	.024	.118	Yes
7-8-9	818	15	21.31	305.90	Yes	.043	.070	Yes
10-11-12								
TOTAL SEC.								

DECILE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	298	7	12.02	2060.50	Yes	.071	.513	Yes
1-2-3	264	9	14.68	80.66	Yes	.075	.170	Yes
4-5-6								
TOTAL ELEM.	562	9	14.68	985.12	Yes	.051	.352	Yes
7-8-9	5	1	2.71	1.00	No	.510	.400	No
10-11-12	4	2	4.60	3.00	No	.564	.500	No
TOTAL SEC.	9	2	4.60	7.17	Yes	.388	.444	Yes

STANINE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	294
B.	Pupils entering projects later than pre-test	14
C.	Pupils who moved out of school or district during projects	3
D.	Pupils who dropped out of school during projects	13
E.	Pupils who were dropped from projects for other reasons before post-test	21
F.	Final enrollment	271

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	254
I.	Total	254

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	208	% of I.	81.9%	
K.	Number of pupils who met the objectives	185	% of J.	88.9%	% of I. 72.8%
L.	Number of pupils who did not meet the objective	69	% of I.	27.2%	* Number Close 23

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	3
Number of objectives met by projects	5
Number of objectives not met by projects	2
Number of projects	9

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	7	7	5	0	0
	Aides	10	8	4	0	0
	Others	3	0	0	0	0
Projects Exceeding Objectives	Teachers	1	0	2	0	0
	Aides	1	0	0	0	0
	Others	1	0	0	0	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS - SUMMER

GRADE EQUIVALENCY SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	90	11	17.28	22.03	Yes	.129	.156	Yes
4-5-6	55	11	17.28	47.68	Yes	.165	.182	Yes
TOTAL ELEM.	145	15	22.31	25.68	Yes	.101	.117	Yes
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART B REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	358
B.	Pupils entering projects later than pre-test	14
C.	Pupils who moved out of school or district during projects	18
D.	Pupils who dropped out of school during projects	3
E.	Pupils who were dropped from projects for other reasons before post-test	13
F.	Final enrollment	338

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	39
H.	Pupils who were in the projects for the entire time from pre-test to post-test	290
I.	Total	329

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	183	% of I.	55.6%	
K.	Number of pupils who met the objectives	208	% of J.	113.7%	% of I. 63.2%
L.	Number of pupils who did not meet the objective	121	% of I.	36.8%	* Number Close 21

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	2
Number of objectives met by projects	
Number of objectives not met by project	4
Number of projects	4

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	14	2	11	1	0
	Aides	0	0	7	0	0
	Others	20	14	116	0	0
Projects Exceeding Objectives	Teachers	0	1	11	0	0
	Aides	0	0	6	0	0
	Others	20	12	116	0.	0.

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS - PART B - REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	7	2	4.60	5.00	Yes	.438	.714	Yes
4-5-6	44	8	13.36	14.86	Yes	.184	.292	Yes
TOTAL ELEM.	51	8	13.36	19.33	Yes	.171	.345	Yes
7-8-9	19	7	12.02	7.80	No	.272	.368	Yes
10-11-12								
TOTAL SEC.	19	7	12.02	7.80	No	.272	.368	Yes

DECILE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS
INSTITUTIONS FOR NEGLECTED REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	64
B.	Pupils entering projects later than pre-test	14
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	10
F.	Final enrollment	68

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	6
H.	Pupils who were in the projects for the entire time from pre-test to post-test	54
I.	Total	60

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	38	% of I.	63.3%	
K.	Number of pupils who met the objectives	38	% of J.	100.0%	% of I. 63.3%
L.	Number of pupils who did not meet the objective	22	% of I.	36.7%	* Number Close 3

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	
Number of objectives met by projects	
Number of	

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	2	0	0	0	0
Aides	2	0	1.0	1.0	0
Others	0	0	0	0	0
Projects Exceeding Objectives					
Teachers	0	0	0	0	0
Aides	0	0	0	0	0
Others	0	0	0	0	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING - SUMMER

GRADE EQUIVALENCY SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	205	11	17.28	42.08	Yes	.085	.173	Yes
4-5-6	99	15	22.31	37.03	Yes	.123	.125	Yes
TOTAL ELEM.	305	17	27.59	77.51	Yes	.070	.126	Yes
7-8-9	27	12	18.55	11.17	No	.223	.185	No
10-11-12								
TOTAL SEC.	27	12	18.55	11.17	No	.223	.185	No

DECILE SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	55	7	12.02	50.98	Yes	.165	.345	Yes
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

	χ^2					Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO
ATTITUDES ABOUT SELF REGULAR TERM

GRADE EQUIVALENCY SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	46	2	4.60	22.09	Yes	.180	.674	Yes
4-5-6	33	2	4.60	19.10	Yes	.212	.758	Yes
TOTAL ELEM.	79	2	4.60	39.96	Yes	.137	.709	Yes
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

		χ^2				Komolgorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
7-8-9								
10-11-12								
TOTAL SEC.								

N = Number of Pupils
DF= Degrees of Freedom, Chi Square
C.V.χ^2 = Critical Value of Chi Square which must be attained for significance
χ^2= Chi Square Value
Sig. Dif. χ^2 = Is the Chi Square Significant?

C.V.D = Critical Value of D Required for significance in Komolgorov-Smirnov calculation
D = The value of D
Sig. Dif.k-s = Is there a significant difference?

PUPILS ACCOMPLISHING AFFECTIVE AND PSYCHOMOTOR OBJECTIVES
PART A REGULAR TERM

Enrollments

OBJECTIVE TYPE	(1) Initial Enrollment	(2) Entered Late	(3) Moved	(4) Dropout	(5) Other	(6) Final Enrollment	(7) EVALUATION COUNT Removed	(8) Entire Time	(9) Total
General Attitude Improvement	1991	318	202	91	81	1935	80	1775	1855
Improve Attitudes About Academic Subjects	1036	110	59	40	12	1035	19	936	955
Improve Self-Concept	577	73	87	1	6	556	3	136	139
Psychomotor Development	165	11	23	2	3	148	2	141	143

OBJECTIVE TYPE	(A) Needed to Meet Obj.	(B) Percent of Column 9	(C) Met Objective	(D) Percent of Column A	(E) Percent of Column 9	(F) Obj. NotMet	(G) % of Col.9	(H) PROJECTS Close	Ex-ceed	Met	Not Met
General Attitude Improvement	1199	64.6%	1265	105.5%	68.2%	590	31.8%	116	2	3	5
Improve Attitudes About Academic Subjects	547	57.3%	538	98.4%	56.3%	417	43.7%	39	3	3	2
Improve Self-Concept	101	72.7%	109	107.9%	78.4%	30	21.6%	4	2	1	0
Psychomotor Development	104	72.2%	91	87.5%	63.6%	52	36.4%	6	1	0	1

VI. PROMISING PROGRAMS OR PROJECTS

Because of an improved procedure in the selection of promising programs and projects, the same list as that reported in the 1975 report is repeated here. The new procedure involves the identification of projects with a high success factor and a good monitoring report which is validated by a follow up visit the second year. Thus, it now takes two years to name these outstanding programs or projects.

Three criteria were used to select the promising programs or projects.

1. The program had a monitoring report of high quality which showed substantial compliance with Title I regulations.

2. The program or project had a high degree of pupil achievement in relation to the objectives.

3. The program or project demonstrated that substantially the same conditions exist this year (FY1976) as last year when the programs were monitored.

The following programs were selected:

District	Contact Person
Greeley School District 6	Mr. Charles M. Smith
Adams-Arapahoe School Dist. 28J	Mrs. Carol Kincaid
Larimer County School Dist. R1	Mr. C. Buford Plemmons
Denver School District	Mr. Robert W. Hirsch
Boulder School District Re2J	Mrs. Elizabeth Treadwell
Fremont County School Dist. Re1	Dr. James Pahlau
Pueblo School District 70	Mrs. Lola Belvill
Adams County School Dist. 50	Mrs. Lillian Cannon

VII CONCLUSIONS

Language Arts (Oral and Written Communication)

On the whole, regular term language arts projects succeeded in meeting the objectives LEAs established for themselves. They surpassed the numbers of pupils they hoped would meet their standards by 7%. At the same time they reached 73.5% of the Title I pupils who had been selected for special services.

An examination of reported achievement data reveals that most gains were obtained at the elementary level. The secondary school data indicates that achievement scores were significantly below an arbitrary expected gain of one month for one month in the project with the means and medians on the post test declining from the expected level of achievement.

A small summer population in the language arts seemed to reach its objectives almost as well as the regular term population. Test scores show gain but this may be a function of the short interval between testing times rather than any real gain.

Reading

Among 106 Title I reading projects roughly 70% of the pupils met the performance standards set for them in LEA objectives. Project directors estimated that another 8% was very close to meeting their standards. Sixty-three objectives were exceeded in the numbers of pupils expected to meet local standards. At the same time 25 objectives were met as expected. Approximately 30% of the pupils did not meet the optimum gains LEAs hoped they would meet.

All grades reported significant differences on both the x^2 and Komolgorov-Smirnov between expected reading scores (one month for one month in the project) and the observed reading scores. When scores were reported by stanines or percentiles, medians and means showed upward movement at a significant level (mean change of .5, median change 1 cell). In some cases, no significant differences were calculated but there reflects no difference in the expected scores and the observed scores. No negative values were calculated for reading which would require a significant difference at the .10 level with post test means and medians less than the expected means and medians.

Summer projects reflected a similar degree of attainment with greater mobility of the means and medians beyond the expected values.

Institutions for neglected children in the regular term surpassed the numbers of pupils expected to meet their standards by 21%. For the entire population 82.6% met those standards. Reported reading scores of neglected children were significant at the .10 level for all grades and medians or means were significantly better than expected. One summer term institutional program reflects similar gains.

One Part B program reported that its reading standards had been met by 71% of the total Title I reading population.

Mathematics

While mathematics projects serve fewer pupils than reading projects it would appear that similar results are being obtained.

Regular term projects reported that 4.7% more pupils than expected reached local standards of performance. This represents 71.8% of the entire Title I mathematics population. Forty-three objectives were met or exceeded while only 16 were not met. No negative calculations were obtained on the x^2 or the Komolgorov-Smirnov test and in most cases the means or medians moved upward from the expected values. Summer school and Part B projects performed in a similar manner. Three institutions for neglected children met their expected numbers of children to meet local standards in mathematics. However, the expected numbers were only 63.3% of the total population which may indicate they could do better.

Attitudinal and Psychomotor Objectives

The data indicated substantial improvement in these areas in terms of students reaching local standards. However expected numbers of students who would reach such standards were not exceptionally high. The greatest improvement seemed to be in the improvement of self-concept where 78.4% of the population met local standards.

From the data and above statements one may conclude that:

1. Most districts receiving Title I funds are achieving student gains by using such funds.

2. Most districts are achieving their own local objective.

3. The state as a whole is reaching approximately 70% of its Title I student population at performance levels set by LEAs.

4. Improvement has been shown in reading, math, language arts and attitudes.

5. In many cases standards and expected numbers of pupils to achieve them could be higher.

VIII. RECOMMENDATIONS

1. State Education agency consultants should be vigilant in application approval with regard to objectives. Standards should be high but realistic for the communities and populations served.

2. Local program directors, who have submitted reports showing something less in achievement than the stated objectives, should do a careful analysis of their programs to determine causes. This should be done with staff and parent participation. For larger districts, each building should look at causes.

3. Projects exceeding their objectives should set their standards a little higher.

APPENDIX

Definitions of Objective Classifications Reported

COGNITIVE DOMAIN

05 00 00 English Language Arts

English language arts is comprised of the body of related subject matter or the body of related courses, organized for carrying on learning experiences concerned with developing (1) an understanding of the language system; (2) proficiency and control in the use of the English language; (3) appreciation of a variety of literary forms; (4) understanding and appreciation of various aspects of past and present cultures as expressed in literature; and (5) interests which will motivate lifelong learning.

05 01 01 Reading

Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. The teaching of reading is differentiated according to a number of levels and objectives. The continuous development of reading skills and vocabulary applies to all subject- matter areas, emphasizing selected skills and vocabulary appropriate to pupils' needs in different learning situations.

05 01 02 Handwriting

Instruction designed to assist pupils in learning the processes and development of skills involved in using an inscribing instrument to record manually material to be read.

05 01 03 Spelling

Organized subject matter, experiences, and learning activities concerned with developing the mind - eye - hand coordinations and memory involved in ordering letters into whole words according to standard written usage.

05 01 08 Voice and Diction

The study and application through exercises of knowledge about voice production and the means for improving projection, articulation, pronunciation, phrasing, melody patterns, et al., and for developing where needed, often through the use of phonetics, standard usage.

05 01 97 Study Skills

Study skills consist of a variety of techniques to be learned by students to assist them in learning subject matters rapidly and efficiently. Included are techniques for studying a textbook, finding information, writing reports and other topics appropriate to good study habits.

05 01 98 All of the above except reading

05 01 99 Other Language Skills (specify)

05 04 00 Composition

Learning activities concerned with the art of selecting, combining, and arranging words in connected discourse.

05 05 00 Speech

Subject matter and experiences comprised of a wide spectrum of studies and activities that range from the scientific (voice science) through the humanistic (rhetoric) and the behavioral sciences (group dynamics) to the artistic (oral interpretation of literature). The unifying feature of these studies and activities is the predominance, in varying degrees, of oral communication.

05 07 00 Language Development

Language development consists of becoming fluent in one or more languages.

05 07 01 English Oral Language Development

This area is concerned with the development of human speech in a conversational mode. Spoken vocabulary, sentence structure, work meaning and social conversation may be included.

05 07 02 Bilingual Language Development

Bilingual language development consists of subject matters related to becoming fluent and proficient in the use of two languages. Spoken vocabulary, sentence structure, word meaning, social conversation, writing and the study of other subject matters in two languages may be included.

11 00 00 Mathematics

Mathematics comprises the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought.

18 01 01 Early Childhood Education

Early Childhood Education includes education during the year or years preceding first grade. A prekindergarten or kindergarten class may be organized as a grade of an elementary school which includes the primary level, or it may be a part of a separate school.

19 00 00 Differentialized Curriculum for Handicapped Pupils

The differentialized curriculum for handicapped pupils reflects an increasing awareness today of the individual needs of children. Many children with various types of handicaps cannot benefit from basic subject matter without special education. Handicapped children present learning difficulties, sensory and motor impairments, which require careful study for successful adaptation of instruction. Teachers of exceptional children integrate professional information from psychology, education, and medicine for instructional and therapeutic services. Consequently, special education as applied to each type of handicapped child has developed some distinctive techniques and materials which distinquish it from regular classroom instruction. All handicapped children should have appropriate educational opportunities. As the school shares the responsibility with other social institutions for educating all children, it may make a unique contribution in discovering handicaps and providing the needed services for supporting the type of instruction which will enable pupils to fulfill their maximum potential. The majority of pupils with mild or uncomplicated handicaps can be served best within normal classes for instruction. Those pupils whose handicaps are of such nature and degree as to interfere with intellectual development and learning under regular class methods will require differentialized curriculum for some part of, and, frequently, for all of their education.

19 01 00 Communication Skills - Activities

This area is concerned with learning and using oral, written, and visual language for interrelating with others in the environment.

19 02 00 Interpersonal and Behavioral Coping Skills

Curriculum approaches utilized to emphasize personal and social skills.

19 03 00 Motoric Skills

Instruction specifically designed to develop adequate motoric function which is impaired by restrictions in physical movement caused by crippling conditions, prolonged illness, visual defects, lack of auditory cues, serious cognitive defects, lack of auditory cues, serious cognitive defects, or behavioral disorders often resulting in limited sensory experience upon which school learning is based.

19 04 00 Perceptual Skills

Learning experiences designed to relieve or correct visual, auditory, or tactual and kinesthetic perceptual problems and enable handicapped pupils to integrate multiple-sensory impressions.

30 00 00 Feelings, Beliefs or Values Regarding the School and Content, Self and Others

This area is concerned with the orientation of pupils toward themselves, others and their lives at school; whether they regard themselves as good persons in a social group, whether they regard other members of groups as good persons, and whether they regard school studies as good things to learn.

30 01 00 Feelings, Beliefs or Values Regarding Content

This area is concerned with the feelings, beliefs or values of pupils toward all content or subject offerings in the school. It involves the pupils' total set of feelings that what is being learned is valuable or good. Such feelings, beliefs or values may be reflected in the students' attendance at school, their desire to stay in school or in their disruptive behavior.

NOTE:

The following classifications are concerned with the feelings, beliefs, and values of pupils toward specific content or subject offerings in the school. They involve the pupils' feelings that what is being learned in a particular content area or subject is valuable or good.

30 01 11 Mathematics

30 01 19 Differentialized Curriculum for Handicapped Pupils

40 00 00 Attitudes, Beliefs and Feelings About Self

This area is concerned with the pupil's self concept in regard to whether he sees himself positively as a worthy member of the school and the society at large. He feels he is a good person with something to contribute and deserving of associated rewards for his contributions. He is confident in his own ability, is resourceful, and holds himself in high self-esteem.

40 01 00 Confident in Own Ability

The pupil is aware of both the dimensions and limitations of his abilities and capabilities and does not view himself negatively because of limitations. Rather, he regards his abilities as assets which he uses to further enlarge the scope of his abilities and capabilities.

40 02 00 Resourcefulness

The pupil is not defeated by an encounter with a set of circumstances with which he is unfamiliar in a problem solving situation. Rather he takes what he knows and other available resources and proceeds to construct problem solutions.

40 03 00 Self-Esteem

The pupil views himself as a good person.

50 00 00 Attitudes Toward Others

This area involves the attitudes of pupils toward various social ethnic or cultural groups, attitudes toward peers and attidudes toward adults. It encompasses the "striving together" attidudes which result in harmonious relationships between groups even though conflicts may be encountered in reaching a harmonious or balanced state. It involves acceptance of laws or rules while they are in effect and feeling free to take advantage of freedoms available.

50 01 00 Attitudes Toward Social and Ethnic Groups

This dimension includes the development of attitudes that reflect an understanding of social, cultural, and ethnic group differences and the worthwhile features of life style without feeling imposed upon to conform to those differences or attempting to impose ones own set of criteria for a good life on others.

50 02 00 Attitudes Toward Adults

This area is concerned with the attitudes of pupils toward adults such as parents, teachers, employers, ministers, relatives, etc. These attitudes recognize that adults have problems as pupils have problems; that many adults can be important sources of help and guidance while others are more confused than young people. The young person develops an attitude of receptivity toward those adults whose guidance can be trusted.

60 00 00 Psychomotor Development

Psychomotor development consists of experiences especially designed to help students develop perception, muscle control or neuromuscular coordination.

70 00 00 Environmental

Environmental may be any action taken by the school to provide a supporting environment outside the school which will subsequently lead to better learning for the student in school. Included may be parent training, provision of learning materials in the home, or other enterprises to improve learning outside the school.